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ABSTRACT

This report brings together empirically-based studies on classroom organization and management and outlines practices that facilitate creation of a classroom system that is both preventive and interventional. The nine sections focus on: using research to create a classroom management system (arranging the classroom, planning rules and procedures, and allocating time through rules and procedures); training teachers for classroom organization and management (systematic exposure to principles via specially designed workshops and professional development experiences); cultural differences in setting classroom routines (each cultural group represented in the classroom must be acquainted with the communication behaviors of the others); involving students in establishing classroom routines (students tend to respond to being trusted by suggesting rules that are similar to and sometimes stricter than, those advocated by teachers); preventing inappropriate student behavior (maintaining an environment conducive to student learning); handling inappropriate student behavior; punishment in intervention; behavior modification; and group management strategies. The paper concludes with a list of questions that can guide teachers' efforts in developing an effective classroom management system. It also presents four recommendations for promoting better organization and management in Pacific classrooms. (Contains 43 references.) (SM)

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November 2000

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Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms

By Stan Koki with L. David van Broekhuizen and Denise L. Uehara*

November 2000

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Imagine this scenario from a traditional classroom: Students are sitting in an orderly arrangement, raptly attentive to what the teacher is saying. The classroom is quiet and orderly. When the directions for a learning activity are given, every student gets quickly down to business, working on the same assignment.

Or take this scenario from a Constructivist classroom: Students are working on a problem that is relevant to their lives and experiences. They work individually, in pairs, and in small groups. They share their ideas, ask probing questions, challenge concepts, and collaborate with one another in constructing their own knowledge. Because of all the activity, the classroom is a buzz of student voices.

Whichever environment the teacher has created in his or her classroom, classroom organization and management are pressing concerns. Whether the classroom is quiet and orderly, or appears to an outsider to be in a state of chaos, unless the teacher has taken measures to establish a learning environment and monitor student behavior throughout the period, student learning is greatly hampered. And these measures do not fall into place naturally in the classroom. They must be consciously and carefully planned and implemented by the teacher. When implemented, they must be revised when they don't work out successfully, or when changes result in marked improvements in the context of a particular classroom. Thus classroom organization and management are always ongoing processes. Few teachers master it to perfection in their careers, even though it "is the foundation of a successful career in teaching" (Chiles, 1997, p. 114).

In the Pacific region, entities such as the Commonwealth of the Northern Mariana Islands see multitudes of new teachers in their public-school classrooms each year. It is not uncommon to find a school in which a sizable number of the teaching staff is new to the Pacific region. Recently graduated from U.S. mainland universities, they are new to the classroom and are often unfamiliar with the multicultural student population they encounter in Pacific schools. It is not surprising, therefore, that high stress and attrition are typical for these new teachers.

For both beginning and experienced teachers, inappropriate student behavior is vexatious (Graham, Holt-Hale, & Parker, 1993). Work by Pearson (1987) and Reynolds (1992) points out that beginning teachers most commonly identify control and discipline as their greatest challenge. Inappropriate student behavior tends to detract from stability in the classroom and therefore jeopardizes instruction and student learning.

The beginning teacher's concerns with classroom management and student discipline could be a reflection of the difficult transition from the pre-service experience to in-service realities (Feiman-Nemser & Buchman, 1985). The pre-service teacher does not have the opportunity to learn from an experienced teacher how

to begin the school year, set up routines and procedures, maintain an orderly learning environment, and respond to inappropriate behavior. Instead, he or she observes in midstream a functional classroom environment already established by the experienced teacher. How to go about creating such an environment is an issue that falls "between the cracks of the pre-service world and the world of the professional teacher" (Evertson, 1989).

Every teacher must experience this transition from the pre-service world to dynamic in-service realities. In addition, many teachers must determine how to provide effective learning opportunities for students from diverse cultures and languages who come from backgrounds different from their own. This is especially true for teachers in the Pacific region.

Dealing with the pre-service to in-service transition need not be traumatic, because research on classroom organization and management has created a broad base of knowledge that can assist both inexperienced and seasoned practitioners in creating learning environments and dealing with inappropriate student behavior in ways that promote student learning. By using this knowledge, the beginning teacher can identify those elements of classroom life that are crucial to effective classroom organization and management (Evertson, 1979). This paper brings together empirically based studies on classroom organization and management and outlines practices that facilitate creation of a classroom system that is both preventive and interventional.

Using Research to Create a Classroom Management System

Drawing upon the work of other researchers, Evertson (1989) has identified the critical elements in developing a classroom-management system. These are arranging the classroom, planning rules and procedures, and employing those rules and procedures to allocate time. These critical areas constitute the "big picture" that the teacher must keep in mind in order to create a classroom-management system that works. The process begins in advance of the actual act of teaching because it includes planning before school begins.

Arranging the Classroom. The arrangement of the classroom is a fundamental step for any teacher; arrangement of space contributes to or detracts from student learning. Studies at the elementary and secondary levels show that effective teachers arrange furnishings to accommodate different types of activities, to minimize problems resulting from student movement between activities, and to keep track of student work and behavior (Emmer, Evertson, & Anderson, 1980). Classroom arrangement must take into account the following factors:

- the teacher must be able to see each student at all times;
- student traffic should move smoothly within and across activities;

- resource materials such as textbooks and equipment such as microscopes should readily accessible;
- all instructional displays must be visible to students.

Teachers quickly learn that routines that assign responsibility to students for obtaining and returning materials and equipment or developing instructional displays are useful. Such routines make it possible for the teacher to devote more time to instruction (Good, 1983) and give students an active role to play in the life of the classroom.

Planning Rules and Procedures. Classroom rules and procedures must be appropriate for the context in which teaching occurs. Because of the multicultural and multi-linguistic contexts of Pacific classrooms, it would be inappropriate to provide a generic list of rules and procedures. At the elementary level, factors to be considered include room use, procedures during group work, and transitions in and out of the room. The term "room use" applies to use of the teacher's desk and students' desks, storage of materials, bathroom passes, and transitioning among learning centers. The term "procedures during group work" applies to expectations for student behavior and procedures for starting and ending activities. The term "transitions in and out of the room" applies to activities such as beginning the school day, leaving the room, returning to the room, and ending the day.

In addition, there are general procedures to be considered, such as distributing materials, fire and disaster drills, going to the library or cafeteria, becoming a class helper, taking attendance, dealing with tardiness, keeping track of student absenteeism, and so on (Evertson, 1989).

Allocating Time Through Rules and Procedures. Time is an essential element of classroom organization and management. The teacher must develop routines for physical movement that minimize distractions and increase time-on-task (Arlin, 1979). Students who are on-task have greater opportunity to learn. When student movement from activity to activity consumes a great deal of time, the opportunity to learn decreases.

Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. For some principals, a quiet classroom means effective teaching. With the growing movement toward Constructivism in Pacific education, however, more teachers are using activities in which students take an active role. Sharing ideas and information, with various activities occurring at the same time, can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning. As one article suggests, "Such activities are often more motivating and interesting to students because they are learner-focused and authentic, encourage critical thinking, and create knowledge that is lasting, transferable, and useful" (Carr, Jonassen, Litzinger, & Marra, 1998).

Training Teachers for Classroom Organization and Management

Teachers don't automatically pick up classroom-management skills as they gain teaching experience. However, they can learn these skills through systematic exposure to principles through specially designed workshops and professional-development experiences (Evertson, 1989). Workshop content for one experimental study was drawn from a teacher manual containing research-based findings on classroom management. Figure 1 provides the content outline of the training.

Figure 1. Training Content for Classroom Organization and Management

1. Planning (before school starts)
   - A. Use of space (readying the classroom)
   - B. Rules for general behavior
   - C. Rules and procedures for specific areas:
     1. Student use of classroom space and facilities
     2. Student use of out-of-class areas
     3. Student participation during whole-class activities/seatwork
     4. Student participation in daily routines
     5. Student participation during small-group activities
   - D. Consequences and incentives for appropriate/inappropriate behavior
   - E. Activities for the first day of school

2. Implementing Rules, Procedures, and Expectations (beginning of school)
   - A. Teaching rules and procedures using:
     1. Explanation
     2. Rehearsal
     3. Feedback
     4. Re-teaching as necessary
   - B. Teaching academic content
   - C. Communicating concepts and directions clearly

3. Maintaining the System (throughout the year)
   - A. Monitoring for behavioral and academic compliance
   - B. Acknowledging appropriate behavior
   - C. Stopping inappropriate behavior
   - D. Using consequences/incentives consistently
   - E. Adjusting instruction for individual students/groups
   - F. Helping students become accountable for academic work
   - G. Coping with special problems

Note: From "Classroom Organization and Management," by C. M. Evertson, in *Knowledge Base for the Beginning Teacher*, 1989, Oxford: Pergamon Press.

For over a decade, the California Teachers Association (CTA) has assisted beginning teachers who want help by implementing a program in which experienced teachers serve as mentors, facilitating the induction process for new teachers. A six-hour course called "I Can Do It" for teachers in their first five years of service provides basic tips on how to organize the classroom and cope with disciplinary problems. Workshop participants develop strategies they can take back and use in their classrooms. An "I Can Do It" session is supported with a practical workbook and a sample lesson plan based on input from beginning and seasoned teachers. The "to do" list includes:

- Going slow in the beginning and establishing classroom rules at the outset.
- Facilitating a smooth flow of classroom activities by giving clear directions to students before activities, using "pay-attention signals," and prereading everything that the students are asked to read in class.
- Teaching to students' different learning styles using a communication style with which the teacher is comfortable.
- Working with parents individually and through parent-teacher conferences.
- Dealing wit[illegible]uptive student behaviors like "always talking out of [illegible]oy listing them and brainstorming possible solutions.

(NEA, 1998)

Appleton (1995) has discovered that a valuable strategy for the beginning teacher is the use of routines, a familiar way of doing things that both the teacher and students understand (Gump, 1969). Edwards & Mercer (1987) believe that each routine is characterized by explicit and implicit rules. Some routines are relatively simple, such as how to organize the student's portfolio.

Other routines may be more complex. A good example is a science activity in which students use equipment in small groups rather than individually (Coles, 1992). Regardless, each lesson should consist of a series of routines that are clearly understood by both teacher and students, and there should be smooth transitions from one activity to another. While a routine may be independent of the learning task, particular learning tasks may be more closely associated with certain routines.

In designing classroom routines, the teacher should bear in mind that it is essential that both teacher and student be able to carry out routines unconsciously. How well and how quickly these routines become established and automatic is a major contributing factor to good classroom management. Establishing routines should be a high priority whenever a teacher faces a new class. While this process is second nature for experienced teachers, beginning teachers may be unaware how important it is and how to establish routines effectively (Reynolds, 1992).

Key steps in establishing classroom routines include (1) identifying necessary routines and listing them, (2) articulating the rules for each routine, and (3) teaching each routine to the class explicitly. Establishing routines quickly and efficiently may well be the most important task for any teacher during the first few weeks of school (Brophy, 1987). Unless order is established quickly, student "testing" behaviors may increase until the classroom becomes chaotic. In any classroom, students will test limits to determine what they can and cannot do in the classroom. These behaviors include talking out of turn, not following directions, and not getting to work immediately.

Cultural Differences in Setting Classroom Routines

Setting classroom routines is easier when the teacher and students belong to the same cultural group. The process becomes more complex if there are mixed cultural and linguistic groups in the same class, as frequently happens in schools in the Pacific region. Because the society of the classroom reflects that of the dominant cultural group in the class, routines will inevitably reflect the behavior and language patterns of that group. Students from other cultural groups, especially those with different languages, will have difficulty recognizing some of the expected behaviors and language rules, much less learning them (Philips, 1983).

Similarly, a teacher may misinterpret behaviors and responses of students from different cultures. This is particularly true if the teacher responds from within her own cultural perspective instead of the student's (Contreras & Lee, 1990). When such misinterpretation occurs, minority students will suffer from a "considerable learning disadvantage" unless the teacher takes appropriate steps to understand the students better (Cazden, 1986). These steps include:

- learning the key social communication behaviors of the minority group;
- modifying behavioral expectations in routines in response to minority group behaviors;
- interpreting the minority group's behaviors from its own viewpoint rather than that of the dominant group;
- teaching the dominant group to recognize and value the behaviors of the minority group, and vice versa.

Because each cultural group represented in the classroom must be acquainted with the communication behaviors of the other groups (Appleton, 1995), teachers in Pacific entities such as Hawai'i, Guam, and the Commonwealth of the Northern Mariana Islands face considerable challenges in classroom organization and management and in dealing with inappropriate student behavior.

Malin (1990) has discovered that Australian aboriginal children are more concerned about the social group in a class than their Anglo counterparts. This is an orientation that is commonly found in cultural groups in the Pacific region.

Students from these cultures spend considerable time monitoring the activities of their peers, are quick to help someone in difficulty, and experience pleasure in others' achievements. An Anglo teacher trying to establish an individual seat work routine from his or her own cultural perspective is likely to experience frustration and even anger at students' tendencies to gaze around the room, leave their seats to look at other students' work, and make slow individual progress in completing the assigned task. The teacher may very well reach the inaccurate conclusion that the students are "lazy" or "naughty" (Malin, 1990).

Involving Students in Establishing Classroom Routines

In the Constructivist classroom, the strategy is to consider the rule-making process as a potential learning experience, rather than an administrative task. By keeping students actively engaged in the rule-setting process, the teacher serves two objectives. First, she can ensure that behavior policies are consistent and clearly understood. Second, she can prevent problems from occurring even when the classroom is bustling with activity. Rules are regarded as "an integral part of the instructional process, not as bureaucratic requirements. Discipline programs should not violate laws of good teaching" (Schimmel, 1997, p. 3).

Many teachers have learned that it is also a good idea to involve students in the discipline process. One way of doing this is to have students spend part of the first school day developing a list of the five or so most important classroom rules. Such a list might include:

- I keep my hands and feet to myself;
- I wait my turn;
- I am a good listener;
- I don't put down any student.

If a student breaks the same rule a number of times, a note is sent home to her parents after it is first shared with the student. The child and parents work together to propose a solution (Gazin, 1999). However, there is no one way of engaging students in the discipline process. Multiple approaches are possible, depending on the unique context of the classroom, the background of the students, and the teacher's creativity in identifying relevant and meaningful activities.

Dowd (1997) empirically investigated the control and improvement of classroom behavior using a problem-solving method in keeping with Constructivist practice. Encouraging students to confront what they have done and contribute to classroom solutions, Dowd found, was far more effective than imposing a solution or lecturing the class. Dowd's strategy consisted of making students write about a particular incident and then help develop a solution. He points out that writing serves an important function by giving students the opportunity to reflect on their behavior.

Some approaches to setting classroom rules may negatively impact significant outcomes of schooling, such as citizenship. Schimmel (1997), for example, notes that if the teacher's classroom-management style is authoritarian, students may respond by becoming passive and apathetic followers. A better approach is to "foster cooperative involvement among teachers, students, and parents concerning the formulation of school and classroom regulations. This would effectively reinforce democratic values . . . improve student behavior and enhance academic performance." Schimmel points out that allowing students and their parents to participate in the rule-making process "does not so much affect what the rules look like as it does their [students'] perceptions of the rules. Students are far more likely to internalize and respect rules that they helped create than rules that are handed out to them."

Some teachers believe that involving students in rule-setting may dilute the integrity of the rules and lead to lax standards of behavior in the classroom. There is research, however, that shows that students frequently respond to being trusted by suggesting rules that are very similar to, and sometimes even stricter than, those advocated by teachers (Castle & Rogers, 1994).

Prevention of Inappropriate Student Behavior

The classroom is often likened to a set of systems. Organizing, managing, and maintaining these systems requires a process in which a learning environment is constructed, complex parts are brought together into a coherent whole, and norms are established and revised to maintain ongoing classroom life (Green & Harker, 1982).

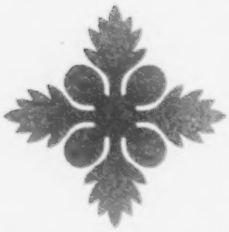
Current research supports a broader definition of "classroom management" than formerly and reflects a change in direction. In a preventive classroom, the bottom line is not curtailing student misbehavior but setting the stage so that such problems do not occur. Instead of focusing entirely on what the teacher can do to control students, researchers are exploring methods of creating, implementing, and maintaining a classroom environment that supports student learning (Doyle, 1986).

Researchers have identified the essential components for a workable management system that goes beyond simple prescriptions and independent teacher behaviors and strategies. Kounin (1970) suggests that the effective teacher is able to create a learning environment conducive to student learning from the beginning of the school year. The teacher is able to:

- develop classroom rules and procedures before instruction is initiated;
- state expectations clearly and explicitly to students;
- establish routines and procedures;

- assist students in understanding routines and procedures and in identifying appropriate performance;
- keep track of student academic work and behavior;
- provide feedback to students on behavior and academic performance.

In classrooms with this type of system in place, there is "improved student task engagement, less inappropriate behavior, smoother transitions between activities, and generally higher academic performance" (Emmer et al., 1980).



Handling Inappropriate Student Behavior

It goes without saying that even the most carefully planned management system will not, by itself, prevent all student misbehavior from occurring. Students misbehave for a variety of reasons, within a variety of contexts, and from a range of motivations. Therefore, the teacher must seriously consider the classroom context within which the inappropriate behavior occurs, and must place a high priority on dealing with the problem. In any professionally responsible educational setting, the assumption is that all related variables must be considered in choosing interventions to facilitate student success. Vision, hearing, general health, nutrition, and family case history should be reviewed in order "not to overlook any historical or contemporary determinants of behavior" (Cummins, 1998). Such considerations are especially critical in the Pacific region, where the living conditions may be more stressful for some children in villages than they are for other children living in more affluent neighborhoods.

Most misbehavior can be handled unobtrusively. Minor inattention or inappropriate behavior should be dealt with immediately without disrupting or stopping the flow of instruction. Stopping a lesson in response to student misbehavior is usually self-defeating and decreases time-on-task. Minor behaviors can easily be handled through eye contact, a touch or gesture, moving closer to the student, or calling on him (Evertson, 1989).

Prolonged misbehavior, of course, will require more direct intervention. The teacher must confront the situation, demand the appropriate behavior, and settle for nothing less (Emmer et al., 1980). Because punishment doesn't, in itself, teach desirable behavior or curtail the need to misbehave, it is best to use it only as a part of a planned response to repeated misbehavior (Doyle, 1990). While some sanctioning may be necessary to alert students, researchers have found that the amount of behavioral sanctioning during instructional time is negatively related to student achievement. When teachers must deal with students who misbehave, it is always at the expense of instructional time (Berliner, 1979; Brophy, 1987).

It is important for the teacher to understand that despite his or her best efforts, problems with particular students may still recur. The teacher must be able to recognize when handling a student is beyond his or her capabilities and turn to other resources such as school counselors, administrators, and parents who may be of assistance in a teaming arrangement. Creating a lively, respectful, and orderly classroom environment is a "continual process, one that requires tremendous creativity and patience from the teacher" (Gazin, 1999).

In the Pacific and elsewhere, a common form of inappropriate behavior is interrupting class discussions by making unsolicited comments. This behavior can interfere with student learning because it disrupts the flow of instruction and time-on-task. Techniques for preventing such occurrences include setting clear expectations, supplying models for appropriate behavior, and establishing routines that promote self-control in the classroom (Charney, 1998). Charney uses the following strategies to cure the "blurt-outs" in her classroom:

- Giving children a clear understanding of the expected tone of the classroom.
- Naming, defining, and reinforcing desired student behaviors.
- Developing an arsenal of strategies and modeling them.
- Setting up routines that show that self-control is important, such as wait time.
- Negotiating and clearly displaying predictable consequences for blurting out so that students can't claim ignorance of the rules.
- Having students start over whenever there is a communication breakdown.
- Challenging the class to be disruption-free, especially when the class is very excitable.

A common need of beginning teachers may be training in dealing with inappropriate student behaviors. Boyce (1997) describes a strategy used in a study to help a student physical-education teacher to identify and handle inappropriate elementary-school behaviors. The strategy consisted of a three-pronged approach that enabled the student teacher to identify and deal with inappropriate student behavior in the teacher's physical-education classroom.

In the first step, the supervising teacher directed the student teacher's attention to the misbehaving student. In the second step, the supervising teacher simply stood up when a student misbehaved to alert the student teacher. In the third step, the student teacher was left alone to identify and deal with the misbehavior in whatever way the teacher felt was appropriate while being observed by the supervising teacher.

It appeared that this three-step strategy was successful in helping the student teacher to identify and effectively deal with student misbehaviors. There was a noticeable decrease in the number of testing behavior occurrences due to teacher awareness and accountability. The study found that while ignoring certain types of student testing behaviors may be permissible after the teacher has established structure, it is not a good idea to ignore these behaviors at the start of the school year, because they can result in an inordinate amount of time spent managing student misbehaviors (Boyce, 1997).

Punishment in Intervention

When students persist in misbehaving, punishment as an intervention should be regarded as a last resort. Punishment has serious limitations because by itself it is non-instructive and does not address why the student is misbehaving. Thus punishment by itself is never a solution. The teacher needs to consider it as "only a part of a planned response that should be used consciously and deliberately" (Good & Brophy, 1987).

In addition to individual attention, students with serious behavioral problems may need group-management techniques. Specific intervention strategies both within and outside the classroom setting may be necessary (Brophy, 1982).

When students are to be disciplined, the teacher is encouraged to use methods that promote self-control so that punishment also becomes a learning experience. A positive classroom environment promotes students' self-discipline. Creating a positive classroom environment for young children involves:

- Spending lots of leisurely time with the child;
- Sharing important activities and meaningful play;
- Listening and answering as an equal, not as a teacher;
- Complimenting the child's efforts.

The classroom teacher should avoid using negative methods of discipline, such as sarcasm, harsh criticism, abuse, shame, and cruel humor. Discipline techniques such as isolation in a time-out chair or corner may result in negative consequences for the young child. While any adult might occasionally resort to these behaviors, doing so more than once in a while may be symptomatic that "a negative approach to discipline has become a habit. Such a habit must be altered before the child comes to experience low self-esteem as a permanent part of his or her personality" (ERIC, 1990).

A Word About Behavior Modification

Behavior-modification programs are well known to educational practitioners. In these programs, the teacher attempts to shape the student's classroom behavior. Evertson (1989) observes that most of the early reinforcement-oriented behavior-modification programs or approaches have proven impractical for regular classroom teachers. These programs require a great deal of time and many of them are costly. And while earlier the objective was to inhibit student misbehavior, the trend now is to assist students in finding positive ways to cope in the classroom without requiring the teacher to implement a behavior-modification program (Doyle, 1986).

Furthermore, rewarding students who demonstrate desired behaviors may erode the student's intrinsic motivation (Lepper & Greene, 1978). Manipulating students with incentives may prove successful short-term but ineffective over time. Kohn (1993) argues that giving rewards may be "an inherently objectionable way of reaching our goals by virtue of its status as a means of controlling others. The troubling truth is that rewards and punishment are not opposites at all; they are two sides of the same coin. And it is a coin that does not buy very much" (p. 50).

Some researchers advocate consistent, unambiguous consequences for breaking rules on a school-wide basis. While this may be laudable, it is necessary for those administering the rules to consider the *contexts* of individual students and teachers. MacNaughton and Johns (1991) caution that a school-wide program can provide "uniform guidelines," but that those enforcing the rules must take into account factors such as "age, gender, personality, religious beliefs, and physical size." Thus they believe that discipline systems should always be regarded as "works in progress, subject to constant review and revision as the needs of the school community change."

Fitzsimmons (1998) believes that there is merit in adopting behavior management on a school-wide basis so that students are not bombarded by a range of conflicting requirements and expectations. Where there are uniform requirements throughout the school, students are less likely to receive mixed messages. This approach to discipline requires professional development and long-term commitment by all members of the school community. The entire staff (including cafeteria workers and bus drivers) adopt strategies that are uniformly implemented. From the perspective of prevention, schools can benefit "from having in place a clearly defined, consistently enforced behavioral-management system designed to support students in controlling their own behaviors" (Fitzsimmons, 1998).

Group Management Strategies

Researchers (Kounin, 1970; Gump, 1982) have identified strategies that are part of the repertoire used by effective teachers to obtain high work involvement and low instances of misbehavior among students. These include:

- "with-it-ness," or always being attentive to student behavior and in control of the classroom situation;
- "overlapping," or being able to juggle more than one thing at the same time;
- "smoothness and momentum," or being able to move with ease in and out of activities, effectively sequencing and pacing instruction;
- "group alerting," or being able to keep a whole-group focus in which all students are attentive.

These strategies reflect both academic and social aspects of classroom learning. For effective group management, students must know "not only what they are to learn, but how they are to participate" (Weade & Evertson, 1988).

Conclusion

The purpose of classroom organization and management is helping students to become self-initiating and responsible for their own behavior and learning so that they achieve well in school. The teacher's responsibility is to provide the framework and to intervene judiciously when appropriate. To do this, the teacher must be constantly aware of preventive and interventional considerations when responding to inappropriate student behavior. This skill is an essential requirement for teacher competence. The following questions by Evertson (1989) may provide guidance for the teacher's efforts in developing an effective classroom management system:

- How do I seat students in order to facilitate their learning?
- What class rules and procedures must I plan and implement?
- How do I deal with undesirable student behavior?
- Are my rules easy to understand?
- Can I consistently enforce them?
- How do I make students accountable for their work? What self-monitoring techniques do they need to learn?
- What are the requirements for completing and turning in assignments? Are they clear and explicit?
- How can I allot turns equitably to encourage participation by all students?
- What consequences will deter undesirable behavior?
- What do I do if initial interventions do not work?
- How do I achieve smooth and orderly transitions within and between activities to minimize inappropriate student behavior?

- How do I occupy students who finish their work early to ensure that the slower students get the time and help they need?

Recommendations

Creating smooth-running and effective learning environments is a universal challenge. To promote better organization and management in Pacific classrooms, we make the following recommendations:

- No single classroom-management routine or technique is appropriate for every problem situation. For this reason, teachers need to know the strengths and limitations of a variety of options, and how best to fit these routines or techniques to the students being taught, the school and community norms, and the severity of the problem.
- For any behavior problem exhibited by a student, teachers should consider the extent to which institutional variables may be influencing student's behavior in a way that contributes to the problem. Considering these institutional variables should be the first step in an effort to reduce inappropriate student behavior.
- Use of the same interventions by all instructional personnel working with the student will greatly enhance the opportunity for student success. These interventions, which are appropriate for all educational environments, promote continuity across all classrooms and educational settings in which the student functions.
- In providing opportunities for faculty development, teachers' needs for training and assistance in classroom organization and management should be seriously explored.

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